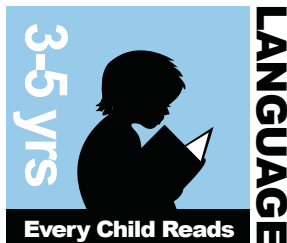


## Principle 3



# Trainer's Script

## Instructions, Materials, Equipment

### EQUIPMENT and MATERIALS



Computer with PowerPoint (PPT) or Overhead projector and screen



Transparencies L3-1 to L3-16 or Language PPT

*Optional:*  
blank transparencies and pens



Handouts L-13 to L-16

- Chart paper or newsprint and markers
- Job Aids bookmark and poster

### HOW TO USE THIS GUIDE

*Symbols* shown above will appear in the left column of the Trainer's Script when an indicated item should be used.

*Trainer Actions* also appear in the left column.

*Text* in the right column of the Trainer's Script provides the content to share with participants.

### TRAINER NOTES

Training Time Total: 4 hours and 30 minutes (approximate)

- Principle 1: approximately 45 minutes
- Principle 2: approximately 3 hours
- **Principle 3: approximately 45 minutes**

### Homework Assignments

The homework review is the beginning activity for Principle 3. It may not be appropriate to conduct the homework review if there has not been a break of more than one week between training for Principles 2 and 3. In this case, please conduct the homework review at a later time.

### Daily Routines / Planned Experiences Chart

Bring the newsprint chart of responses from the Language Module Principle 1 activity: *Daily Routines / Planned Experiences*.

Post the chart so you can refer to it during today's training.

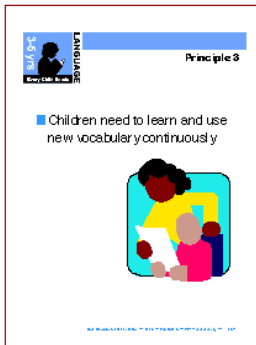
### Job Aids

Photocopy and laminate Language Module bookmark and poster for participants to pick up at the end of training.

### ACTIONS / MATERIALS



**Display PPT or Transparency L3-1**



### TRAINER'S SCRIPT

**Welcome participants**



**Display PPT or Transparency L3-2**



Our first activity today is to review the homework assignments.

As you see on the screen, you need to find your peer partners, join another pair, and review what you learned. Then, we'll share responses as a large group.

**After 10 minutes, call the group together**

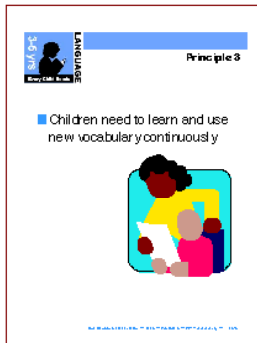
## ACTIONS / MATERIALS



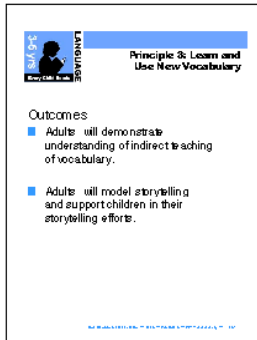
**Distribute  
Handout L-13:  
Transparency  
Notes:  
Language  
Module  
Principle 3**



**Display PPT or  
Transparency  
L3-3**



**Display PPT or  
Transparency  
L3-4**



## TRAINER'S SCRIPT

The first two principles focused on children doing everyday activities and experiences in life and providing opportunities for children to talk. The third principle is: *Children need to learn and use new vocabulary words continuously.*

At the end of this principle, it is expected you will:

- Demonstrate understanding of indirect teaching of vocabulary by using natural opportunities to teach and reinforce words or concepts.
- Model storytelling and provide support for improving children's storytelling skills.

## ACTIONS / MATERIALS



### Display PPT or Transparency L3-5

**Principle 3: Learn and Use New Vocabulary**

Iowa Early Learning Standards

- Children understand and use communication and language for a variety of purposes.
- Children speak in sentences of increasing length and grammatical complexity.

**Benchmarks**

- Children will show a steady increase in listening and speaking vocabulary.
- Children demonstrate the ability to tell a personal story.

## TRAINER'S SCRIPT

The Iowa Early Learning Standard includes:

- Children understand and use communication and language for a variety of purposes.

The benchmarks for this principle include:

- Children will show a steady increase in listening and speaking vocabulary.
- Children speak in sentences of increasing length and grammatical complexity.

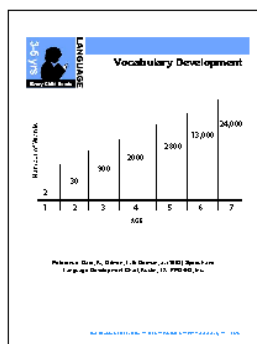
Early reading skills build on language skills.

Therefore, there will be overlap in the standards and benchmarks.

The third principle is important because children's vocabulary development rapidly changes from birth to age five and continues to increase through the early elementary years.



### Display PPT or Transparency L3-6



For example, as indicated by this transparency, children begin saying about two words at one year of age. By age three, their vocabulary has grown to 900 words.

As you can see by the chart, vocabulary continues to grow to thousands of words by age seven.

Vocabulary is very important to successful reading.

...continued...

## ACTIONS / MATERIALS

## TRAINER'S SCRIPT

The larger the child's listening and speaking vocabulary, the greater advantage they have in learning to read.

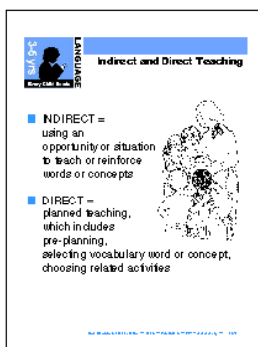
This is because reading comprehension depends mostly on a child's ability to understand the meaning of individual words in a story.

When the time comes to actually start learning to read, it is more difficult for a child to read words he or she has never heard before or does not know how to say.

Adults can help provide experiences and opportunities to give children a large vocabulary background so they will develop reading and writing skills more easily.



Display PPT or Transparency  
L3-7



How do you enhance a child's gaining and using new vocabulary?

Adults can assist children in gaining and using new vocabulary indirectly or directly.

Indirect teaching is using a natural opportunity or situation to teach or reinforce words or concepts as you expand a child's comments. You may have heard this called a 'teachable moment.' In other words, you are introducing or reinforcing new words for children anytime you are talking with them about experiences.

*...continued...*

## ACTIONS / MATERIALS

## TRAINER'S SCRIPT

Direct teaching is planned teaching.

This may include pre-planning, thinking through the activity, and selecting vocabulary or concepts to build the child's background knowledge and enhance development of language skills.

We will talk more about direct teaching in the Reading Module.

First, we will talk about indirect teaching or using teachable moments.

Parents and teachers enhance vocabulary development every day using indirect teaching or teachable moments by talking and allowing children to talk.

As children talk with adults or other children, they have a greater number of opportunities to be exposed to new words and ideas.

One way an adult may model new words is to talk aloud about what they are doing or thinking during daily routines or any activity. Adults' talking aloud helps children become aware of the meaning of new words in sentences.

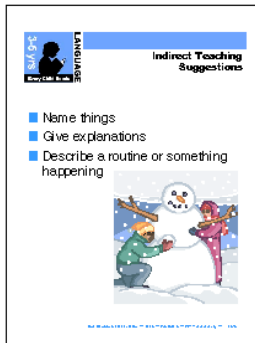
Another way for adults to indirectly teach children is to expand a conversation with a child, adding new words to describe an activity.

For example, an adult could talk to children while putting the toys away. The adult could say, "I'm going to pick up all the *long* blocks." The word *long* is part of a meaningful sentence during a routine activity. Also, the word *long* was indirectly used to teach a new word to the child. (The adult would show the child the long blocks, have the child help pick up long blocks, etc.)

## ACTIONS / MATERIALS



Display PPT or  
Transparency  
L3-8



Refer participants to  
chart paper/newsprint  
list of  
*Daily Routines /  
Planned Experiences*  
from Principle 1  
or Handout L-2:  
*Experiences to Build  
Language Skills*

## TRAINER'S SCRIPT

These are three indirect teaching suggestions you can use to introduce or reinforce new words.

First, you can name things. You could say, "That's the truck's windshield." Providing labels is a perfect way for very young children to learn basic vocabulary as they explore their environment. Second, you can give explanations. You could say, "The truck won't go because the wheel is broken." Third, you could describe a routine or something happening. You could say, "Your truck is going fast. It might turn over going around the curve."

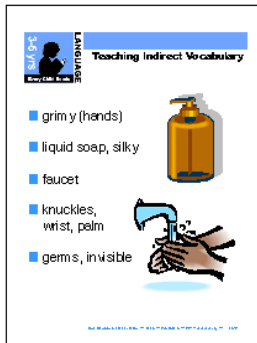
Let's look at some of these experiences and talk about the new words we could indirectly teach 3- to 5-year-olds as they participate in them. For example, if I'm with a group of 3- to 5-year-olds who are washing their hands, what new words might I use in that situation? The words may not be new to all of the children.



## ACTIONS / MATERIALS



Display PPT or  
Transparency  
L3-9



Record participant  
responses

## TRAINER'S SCRIPT

Here are some hand-washing words that may be new to children. Can you think of others?

These are all words I could use when talking with children as they wash their hands.

Let's say I wanted to introduce the word *faucet* to the children. I might point to the *faucet* and say, "This is a *faucet*."

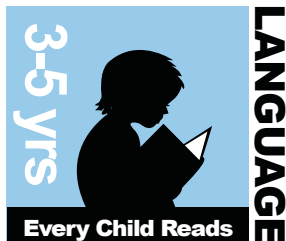
So, I have named something – the *faucet*.

I could explain the word: "Water comes out of the *faucet*."

I could also describe what I am doing.

"I am turning the *faucet* on slowly so water will come out. Put your hands under the *faucet*, and they will get wet! If I turn the *faucet* on more, the water comes out faster. The water splashes out and gets my hands, my arms, and my clothes wet all over!"

Questions or comments?



## ACTIONS / MATERIALS

Let participants choose an experience from newsprint chart list

Record responses on newsprint chart

Select one word; give example of how you would use word in conversation with 3- to 5-year-olds

Write what you say on newsprint or a blank transparency

Select another word from list

Record responses

## TRAINER'S SCRIPT

Let's do another example. What experience should we work with?

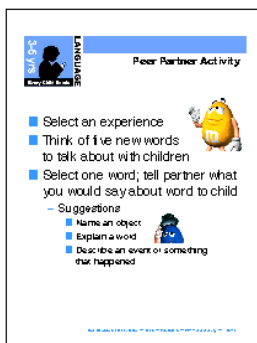
What are some words I might use with the children that would be new to most of them? Remember, all the words don't have to be new for all of the children. Some will already know some words, but it will give you a chance to reinforce these words with them.

What about the word \_\_\_\_\_? Give me an example of how you could use this word in a conversation with children. What would you say? Remember, you can use a new word when asking a question or making a comment.

## ACTIONS / MATERIALS



**Display PPT or Transparency**  
**L3-10**



**After 5 minutes, stop the activity**

## TRAINER'S SCRIPT

With a partner, select an experience. Next, on a sheet of your own paper, write at least five new words you could say in conversation with children during the experience or activity. Think about your children and what would be new words for them or words you want to reinforce with them.

Then, select one of the words and tell your partner what you would say if you were introducing that word to children. You can name something, give an explanation of the word, or use the word to describe an event or something happening.

Work together.

Take about 5 minutes.

Let's hear a few examples.

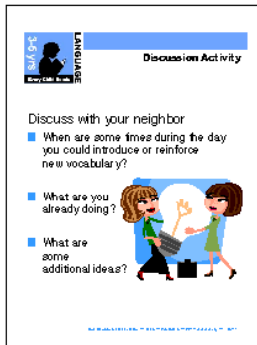
Any questions or comments about how we can spontaneously teach children new words during everyday routines or activities?

You will know children are learning the new words you introduce to them when you hear them use the words in conversations with other children and with you.

## ACTIONS / MATERIALS



**Display PPT or Transparency L3-11**



**After 5 minutes, call group together**

**Ask group to describe new times when they could talk with children and introduce or reinforce vocabulary words**

## TRAINER'S SCRIPT

Please turn to your neighbor and discuss:

- When are some times during the day you could talk with children and introduce or reinforce new vocabulary words?
- What kinds of things are you already doing where you can add new vocabulary?
- What are some additional times during the day that you could talk with children to introduce new words?

If you have a copy of your daily schedule with you, you might want to find it and use it for reference. Remember our list of experiences or activities. Take about 5 minutes to discuss these questions.

## ACTIONS / MATERIALS



**Distribute  
Handout L-14:  
*Practice/  
Reflection Log  
and Example***

## TRAINER'S SCRIPT

Please keep this log between now and when we meet again. Bring it with you to class on \_\_\_\_\_ and we will discuss it.

Take a few minutes to read the example of how to complete Handout L-14.

In the first column, write what you and the children were doing and/or where you were when you decided to introduce a new word to a child or group of children. The example lists several different places.

In the second column, write the word you introduced to the children.

In the third column, write what you said to introduce the word. Look at the example. Do you have questions about how to complete columns 2 and 3? You don't need to plan this ahead of time. Just record what you did.

In column 4, write how the children responded. What did they say or do?

Use this strategy five different times. You can do more if you wish! You do NOT need to meet with your partner to plan these activities – indirect teaching of vocabulary happens spontaneously in our everyday activities and experiences with children. You also do NOT need to observe your partner.

We will discuss the storytelling assignment on Page 2 in a few minutes.

Questions or comments about how to complete this assignment?

## ACTIONS / MATERIALS

## TRAINER'S SCRIPT

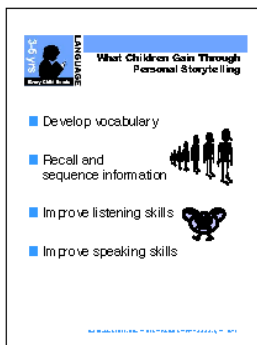
We have learned about three principles and many strategies to enhance development of language skills.

How do we know children are developing skills through all the language experiences we are providing?

One of the early indicators for success with reading is a child's ability to tell personal stories about his or her experiences. When a child is able to tell stories, it also provides evidence that language skills are developing.



### Display PPT or Transparency L3-12



Children use their language skills and background knowledge to talk about things important to them in their lives, such as activities they do with their families, or things that have happened inside or outside of their home environment. Through these personal stories, we are able to assess if children are:

- Developing their vocabulary
- Able to recall information and sequence that information from beginning to end
- Improving their speaking and listening skills

## ACTIONS / MATERIALS



**Distribute  
Handout L-15:  
*Developmental  
Sequence  
of Personal  
Narratives***

**Give participants  
5 minutes to tell each  
other a story**

## TRAINER'S SCRIPT

This handout outlines how most children develop their skills for telling a personal story. Take a couple of minutes to review it.

As children develop storytelling skills, the number of words and events within their stories increases.

You can see, as children add more to their personal stories, the order of events becomes more important.

Any questions about the development of storytelling skills?

How do children learn to tell personal stories? What can you do to improve their storytelling skills?

Think about a story from your childhood. Think of something that you heard from your parents or someone else about an event or embarrassing moment that happened when you were very young. Turn to a partner and tell that person the story. Make sure each of you has an opportunity to tell a story.

Was the story you told an event that you remembered happening? Or, was it something you knew because it was told many times as you were growing up?

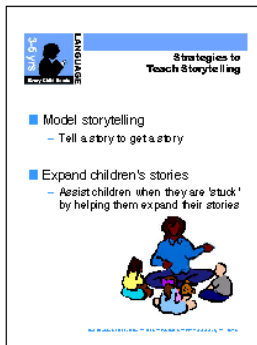
Chances are, you knew that story because it was told to you many times. Adults in your life modeled retelling the story, and now you remember it and are able to pass it on.

Children learn how to tell stories by listening to adults who model storytelling.

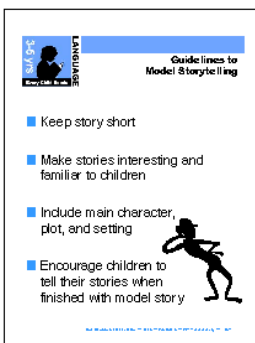
## ACTIONS / MATERIALS



### Display PPT or Transparency L3-13



### Display PPT or Transparency L3-14



## TRAINER'S SCRIPT

There are two strategies to help children learn to tell personal stories. They are:

- Model: Tell a story to get a story
- Assist children when they are 'stuck' by expanding on what they say.

Let's look at the first strategy. When we model good storytelling, children will learn from us. To do this, select an experience that is familiar and interesting to children.

For instance, if you have a fish tank with fish in your home or early care setting, you could tell a story about a fish you had when you were a child.

When you finish, ask the children if they have a fish story to tell.

It is important that the children can relate to the story you are telling. This is when they will use their background knowledge to share it with you.

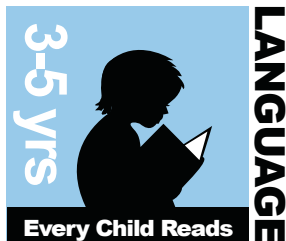
As you tell your story, follow these guidelines:

- Keep it short
- Make the story interesting and familiar to the children
- Include a main character, plot, and setting
- At the end, ask a question to encourage the children to tell their own story

Would the story you told to your partner earlier fit these guidelines?

...continued...





## Trainer's Script

### ACTIONS / MATERIALS

**Give participants  
3 minutes to read  
example**

**Give participants  
10 minutes to tell  
stories and discuss**

### TRAINER'S SCRIPT

If the story you already told does not fit the guidelines for modeling storytelling, think of a personal story that would. You will tell this story to the children. Take a few minutes to read over the example on page 3 in Handout L-14.

On page 4 of Handout L-14, write a title for your story. The story can be the one you originally told your neighbor or a new one. Fill in information about the main character(s), setting, and plot.

In the fourth column, write a question you could ask at the end of your story to get your partner to tell a similar story. For example, you might say, "Tell me about a time when something like that happened to you." It is better to ask an open-ended question or make a comment than to ask a yes-or-no question.

Write a question or two to ask children at the end of your story to encourage them to tell their own stories.

Talk to your partner about what you could change to make the story more interesting for children.

You will have 10 minutes to tell both partners' stories and discuss them.

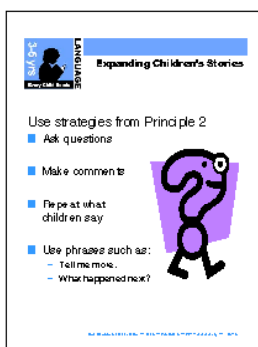
*...continued...*

## ACTIONS / MATERIALS

## TRAINER'S SCRIPT



Display PPT or  
Transparency  
L3-15



Tell this story to a small group of (2 to 5) children in your home or early care setting. Allow each of the children to share their own story when you are done.

After you have told your story to children and they have shared some their own experiences, answer the reflection questions on page 4 of Handout L-14. Read over the examples from Handout L-14 as needed.

The second strategy to use with children to increase their storytelling skills is to assist children with expanding their stories.

As we listen to children tell stories, we assist them by asking questions, giving prompts, or repeating their stories to keep them thinking about adding more.

This strategy is similar to the third strategy from Principle 2 of the Language Module. In that module, we responded to children, helping them expand or add information to conversations. During storytelling, we want them to expand or add to their stories.

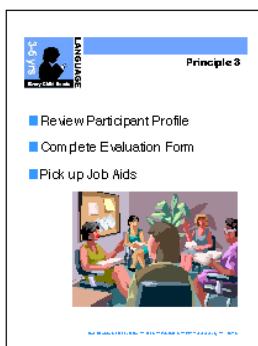
For instance, if a child says, "I have a fish," you might ask, "What does your fish look like?" Using phrases such as "tell me more" and "then what happened" encourages children to keep talking.

We will learn more about storytelling in the Reading Module.

## ACTIONS / MATERIALS



Display PPT or  
Transparency  
L3-16



Return each  
participant's  
Participant Profile

## TRAINER'S SCRIPT

Before you leave, please pick up a bookmark or poster Job Aid for the Language Module.

When you return to your early care and education center, place the bookmark or poster where you will see it and use it regularly.

One or more bookmarks or posters is available for each Every Child Reads module. You may want to punch a hole in the top of the set of bookmarks and put them all on a ring that will let you flip through them easily.

Here's the Participant Profile you completed when this class began. Please read the questions again. This time, think back and mark your understanding of language skills when you started the Language Module training.

When you first completed it, you used an X. This time, please circle your answer.

Now that you have a better understanding of the questions, are there any answers you would change?

REMEMBER, your answers should reflect what you were doing *before* learning the strategies in the Language Module! You will have a chance to show everything you are accomplishing with your children when you repeat this form six months after all the training is complete.



## Trainer's Script

### ACTIONS / MATERIALS



**Distribute  
Handout L-16:  
*Participant Class  
Evaluation***

**Collect both Participant  
Profile and Evaluation  
at end of session**

### TRAINER'S SCRIPT

The last thing we need to complete today is the evaluation for the Language Module training. Please give any feedback that would be helpful to trainers for future training.

Remember to pick up a copy of the Job Aids before you leave.